

*Coaching for Instructional
Leadership*

June 2008

Employers for Education
Excellence

Outcomes for this Session Include...

- A reflection on participants' coaching philosophies and experiences
- An initial discussion of a coaching stance
- An increased awareness of possibilities for a stance, structures, and potential tools in coaching
- A consideration of the difference between “giving feedback” and coaching for a long-term shift in practice

Reflection...

- What is your current philosophy of coaching (or facilitating teaching and learning)?
- What do you believe is the role of an instructional coach?
- How do you think teachers would describe the experience of “being coached”?

One Coach's Story

- NYC Public Schools, received coaching
- Middle School Teacher with a coaching period
- Summer School Lead Teacher, received coaching
- High School Coach and English Teacher
- District Coach, received coaching
- District Coach supporting coaches

The CEL – Highline Partnership: 2003 - Present

CEL partnerships are built on the belief that Instruction will improve when leaders:

- Recognize and understand powerful instruction
- Guide and lead professional development around powerful instruction
- Target and align resources to support instructional improvement
- Engage in ongoing problem solving and long-range capacity building

Highline School District Professional Development

School Leaders

District Staff/Site-Based Coaches

Teachers

Leadership Seminars

**Planning / Goal Setting
Meetings with Directors**

**Principal and coach learning
walks**

**Studio/Residencies in Literacy
and Mathematics**

**Collaboration with site-based
coaches and district staff**

Inter-visitations

Summer Institutes

Leadership Seminars

Coaches' Seminars

**Inter-visitations & Collegial
Collaborations**

Principal and coach learning walks

**Studio/Residencies in Literacy and
Mathematics**

Collaboration with principal

**Summer School Professional
Development**

Summer Institutes

**On-site, classroom based
coaching in literacy &
math**

**On-site, grade level and
school-wide meetings**

**Principal and coach
learning walks**

**Studio/Residencies in
Literacy and Mathematics**

**Collaboration with
colleagues and coaches**

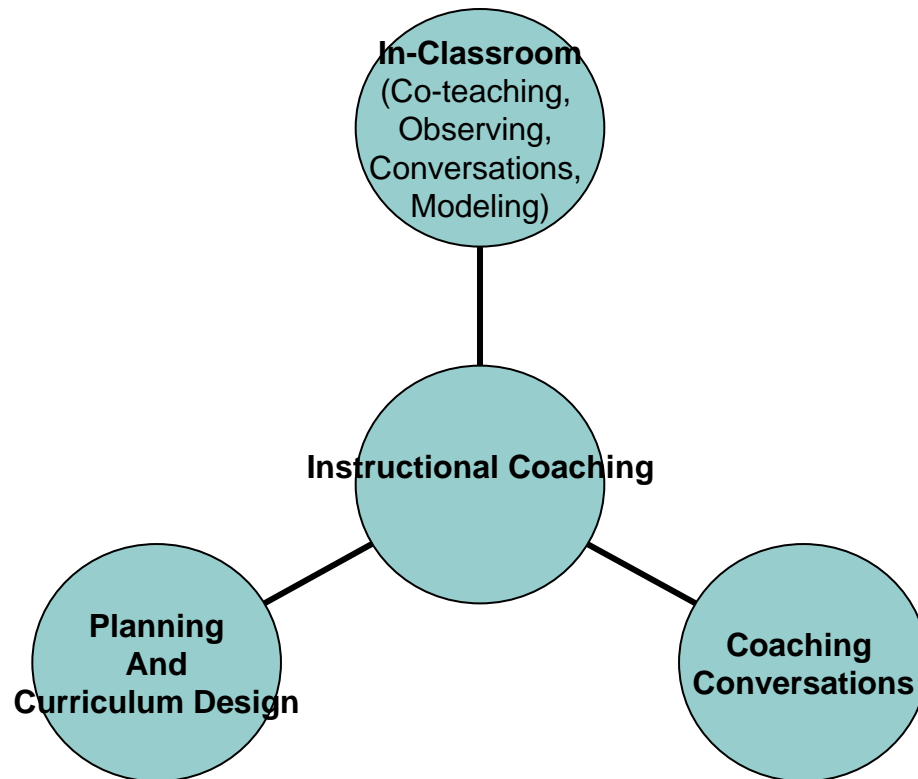
Summer Institutes

**Summer School
Professional Development**

Reflection...

- What struck you in this story?
- What did you hear that changes the way you think about coaching?
- What evidence of a coaching stance did you see?
- What structures and tools for coaching did you hear?

Structural Possibilities for Coaching



The Coaching Conversation: Possibilities and Stance

- Mark parts of each conversation that strike you.
- How would you describe the coach's stance in the two conversations?
- What message does each conversation send about coaching?

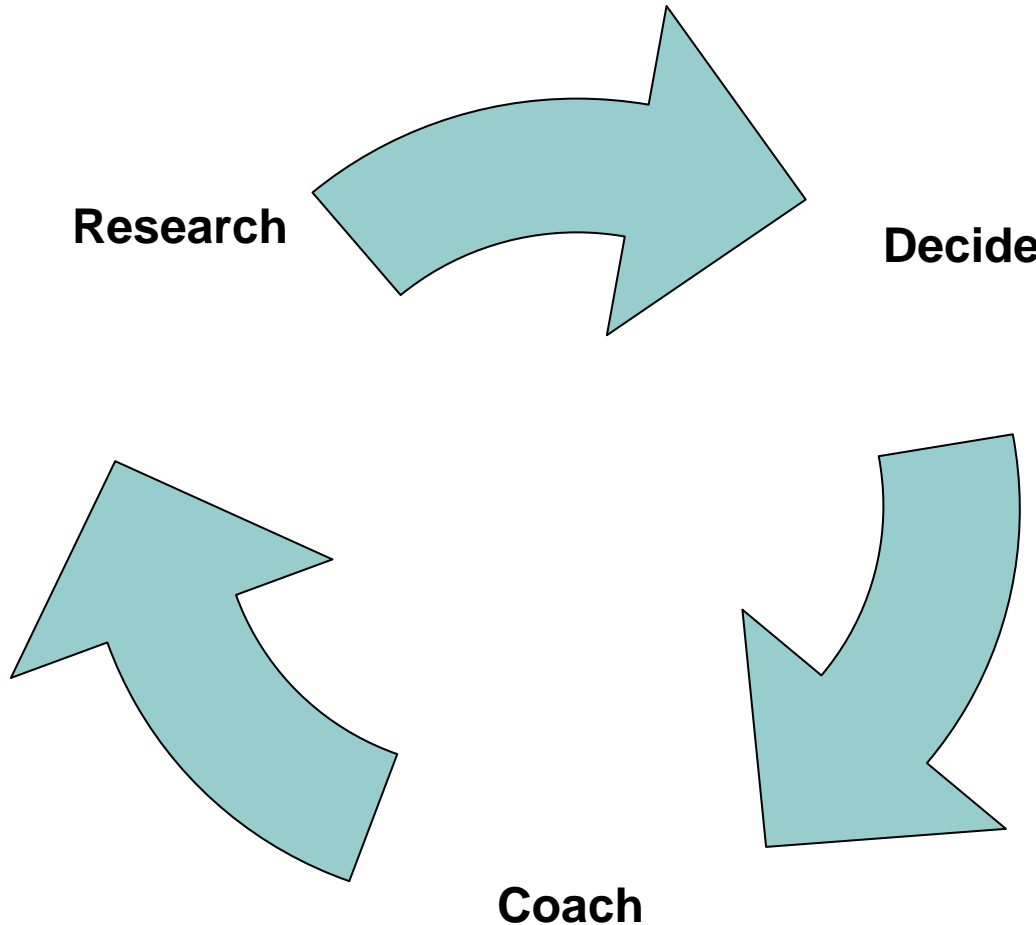
Reflection on the coaching conversation...

- Now, what is your definition of coaching?
- What potential do you see for the coaching conversation?
- How does the conversation reflect a stance?

Observation: Possibilities and Stance

- What is your lens when you are in a classroom observing?
- Why is that your lens?
- How does your lens match your coaching philosophy?

A Possible Coaching Cycle



Reflection on the Observation Cycle...

- How is this construct similar or different to your lens when you observe teachers?
- How might this method of observation impact your instructional leadership?

Reflection on Note-Taking...

- What do you notice about this method of note-taking?
- What does it suggest about my coaching stance and observational lens?
- How are these notes different and similar to your own notes?
- What do these notes suggest about the kind of “feedback” an instructional coach might offer?

Trying a New Lens

- What do you see?
- What do you think is important to this teacher? How do you know?
- What are you curious about?
- What do you think this teacher really wants for her students?
- How do the students talk about their learning?

Processing our Observations

- Share your observations with your partner.
- What was it like to observe in this way?
What made it challenging? What was comfortable?
- What does observing and processing this way allow you to do as a coach or leader?

Reflection...

- How are you defining instructional coaching right now?
- How has your definition changed?
- What are your questions?

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